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ABSTRACT

The two guides combined here profile the services available through the Michigan Lifelong Learning Link, a program developed to provide continuous adult professional development activities designed to enhance educator effectiveness. The "Perspectives" guide describes the activities funded by small incentive, consultant, and area/statewide grants awarded by the Michigan Lifelong Learning Link for the 1991-1992 grant year. It profiles academies (the Adult Basic Education Academies and Adult Learners' Leadership Academy) and a conference (the 1992 State Literacy Conference) that were cosponsored by the Michigan Lifelong Learning Link. The "Facets" guide describes the following professional development activities that are available through the Michigan Lifelong Learning Link: the Professional Development Program (a research-based staff development program that emphasizes assessment of staff needs, teacher participation, interactive instruction, follow-up, and evaluation); long-term professional development; business, industry, and labor program support; learner-centered programs; corrections program development; research connections; technical assistance; collaboration networks at the state and local levels; information dissemination; and statewide ancillary services. (MN)

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MICHIGAN LIFELONG LEARNING LINK

FACETS

PERSPECTIVES

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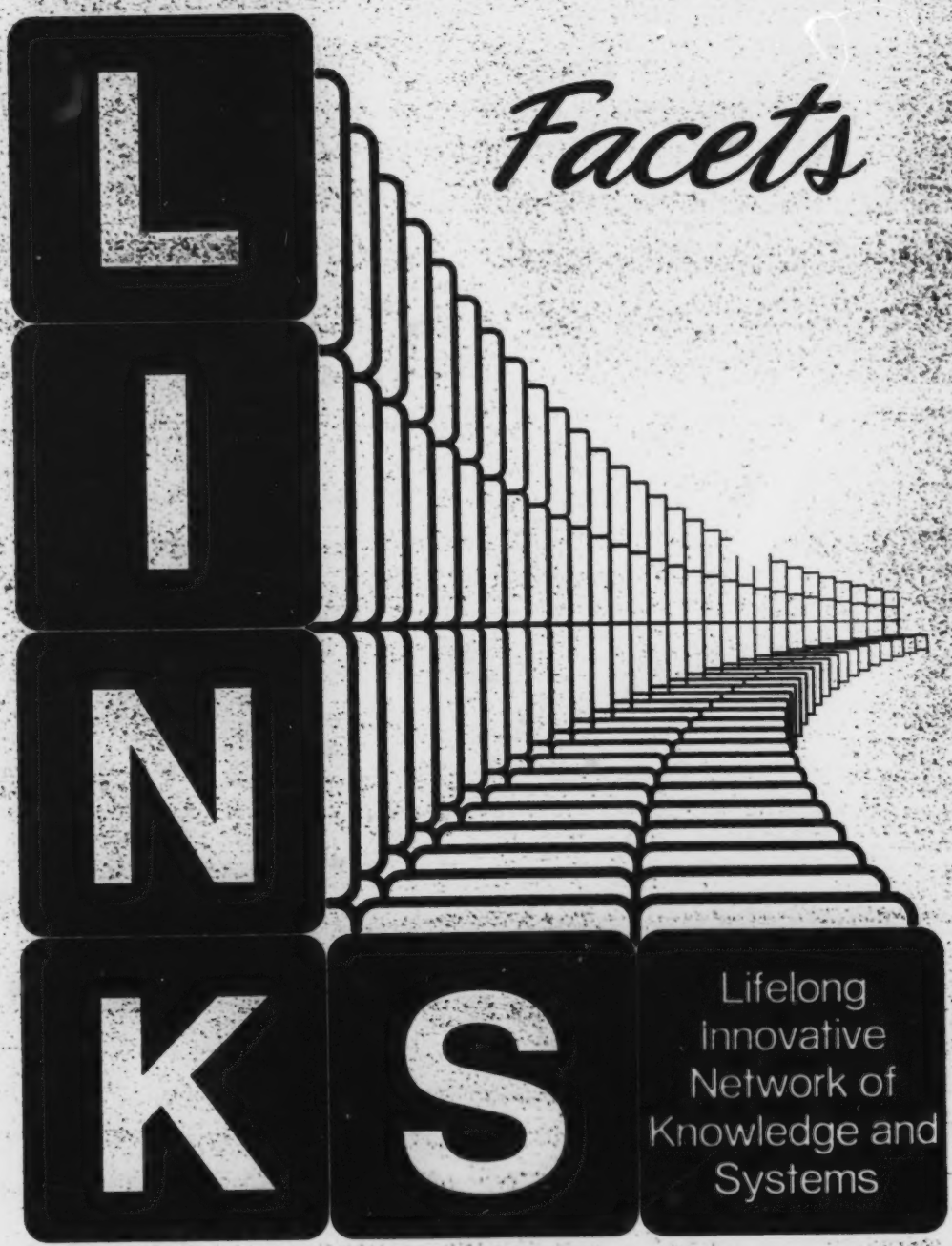

Services of the Michigan Lifelong Learning Link
A Program of the Michigan Department of Education
Office of Adult Extended Learning

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Adult Extended Learning provides funding, leadership, promotion, technical assistance, monitoring, and other services to school districts and other public and private institutions and agencies that provide education and training for youth and adults.

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Michigan Department of Education
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Facets

of the Michigan Lifelong Learning Link

The mission of
the Michigan Lifelong Learning Link
of Adult Extended Learning
is to provide

**leadership, vision, and innovation
to the field of
Adult Education**

through

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Region 2 .....Norma Oly
Region 3 .....John Raducha
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Region 8A .....Alice Beery
Region 8B.....Susan Ledy
Region 9 .....Elizabeth Jackson
Region 10 .....Virginia Watson
Region 11A .....Carole Prisk
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Introduction

Change is occurring at an ever increasing rate, with information doubling every 900 days. In a world where knowledge, skills, and attitudes become quickly obsolete, education must be continuing; lifelong learning is the hallmark. Programs, practices, and products must address this accelerating momentum. "Knowledge, learning, information, and skilled intelligence are the new raw materials of international commerce" (J. Appleberry).[1]

Consistent with this vision, we the staff of the Michigan Lifelong Learning Link seek to connect resources with adult learning needs as we meet Appleberry's challenge "to commit to a lifetime of study, learning, and adaptation."

Facets profiles Link's comprehensive network of training and technical assistance. The Learning Link encourages you to utilize these multi-faceted support services in developing your adult learning agenda.

We envision the Learning Link as an alliance for progress — collaborating, cooperating, adapting, accomplishing, and supporting growth and renewal as educators confront the challenge of change.

Facets

Professional Development Program

"It is virtually impossible to create and sustain over time conditions for productive learning for students when they do not exist for teachers..." (S. Sarason).[2] The Michigan Lifelong Learning Link concurs with Sarason's belief. Fundamentally, teacher and leader growth is crucial for learner growth.

Philosophy

Increasingly complex cultural changes coupled with the information explosion mandate programs that improve teacher skills. **In concert with the demand for educational reform, the Learning Link connects resources to needs in supporting staff improvement and leadership renewal.** Professional growth is maximized through planned continuing opportunities designed to enhance the skills, knowledge, and attitudes of the adult learning community.

"The training of teachers has emerged as one of the most critical components of program improvement and effectiveness in the adult education field."[3] We believe that effective staff development programs are essential and will continue to play a significant role in fostering needed skills and educational progress. **"Without such efforts, learners unknowingly will be penalized."**[4]

Program

The Michigan Lifelong Learning Link's comprehensive Professional Development Program is research-based, incorporating the essential elements of effective staff development outlined in the professional literature.

Training emphasizes assessment of staff needs, teacher participation, modeling with interactive instruction, follow-up, and evaluation. Grant "learning projects" (A. Tough[5]) engender participant ownership by empowering professionals to design site-based training programs to match local needs. Follow-up sessions provide practice, feedback, and support, thereby enabling participants to internalize concept and process. Formative and summative evaluation are employed to assess program effectiveness.

The Link's Professional Development Program provides service delivery to adult educators through Small Incentive Grants, Consultant Grants, Area/Statewide Grants, Academies, Institutes, and Conferences.

Small Incentive Grants

Small Incentive Grants provide an opportunity for applicants to design site-based professional development. Projects emphasize a needs-driven model, teacher participation, follow-up activities, and evaluation. Typically, workshops offer teachers one or two days of training with a follow-up session to reinforce learning thirty to sixty days after the initial professional development activity. Regional Staff Development Facilitators help applicants assess their training needs, plan activities, and expedite the application process.

Teachers have explored a wide range of topics including:

- **Public Act (PA)25 (School Improvement)**
- **interdisciplinary learning**
- **integrated family services**
- **core curriculum**
- **cultural diversity**
- **control theory**
- **reality therapy**
- **technology**
- **traumatic events intervention**
- **transition math**
- **alternative assessment**
- **outcome-based education**
- **multi-media authoring**
- **workplace literacy**

and a host of workshops that enhance Adult Basic Education, English as a Second Language, GED, High School Completion, and literacy service delivery.

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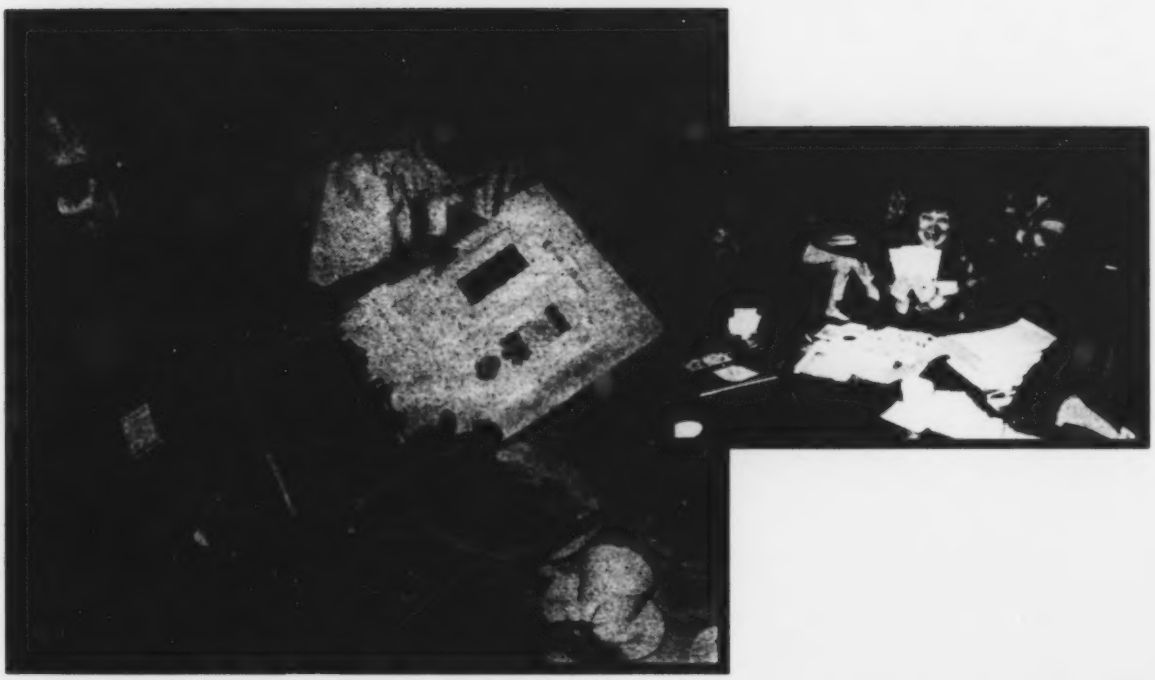
Consultant Grants

Consultant Grants provide the opportunity for applicants to select from a variety of workshops on specific adult education topics. A full-time Link Consultant conducts these workshops at no charge as scheduling permits.

Workshop titles include:

- **Integrated Curriculum**
- **Learning Styles**
- **Learning Strategies to Promote Higher-Order Thinking Skills**
- **Outcome-Based Curriculum**
- **Writing across the Curriculum**
- **Assess for Success**
- **Instructional Theory into Practice**
- **Reading Strategies for All Content Areas**
- **Cooperative Learning**
- **Learning Differently**



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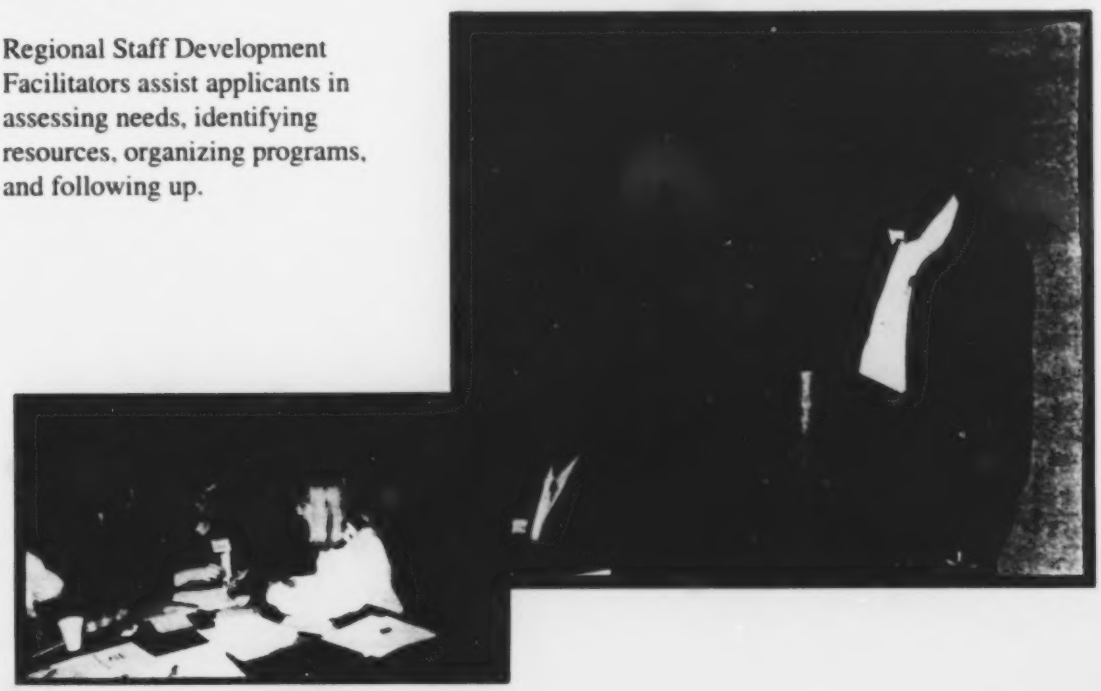
Area/Statewide Grants

Area/Statewide Grants expand professional development options and opportunities by increasing grant resources to support regionalized training. Multi-county associations, regional coalitions, and/or statewide organizations can customize training to match their special segmented professional needs.

Michigan's business/industry, labor, educational partnerships, literacy groups, and educators working in jails, among others, coordinate innovative programs supportive of their specific needs. Geographic areas like Michigan's Upper Peninsula and western shore find Areawide projects an opportune vehicle for information sharing, networking, and inviting nationally recognized researchers and experts to their locale.

Regional Staff Development Facilitators assist applicants in assessing needs, identifying resources, organizing programs, and following up.



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Academies and Institutes

Academies and institutes provide extensive study on special topics such as technology, innovation, integrated family services, and workplace literacy. Each training targets a particular audience such as adult education teachers, administrators, or trainers.

Academy and Institute course work is endorsed by local universities thereby affording participants the option of receiving college credit.

The **Adult Learner Leadership Academy** offers adult learners the chance to share their experiences and gain new leadership skills in a biennial two-day session that is planned by an Adult Learner Advisory Committee.

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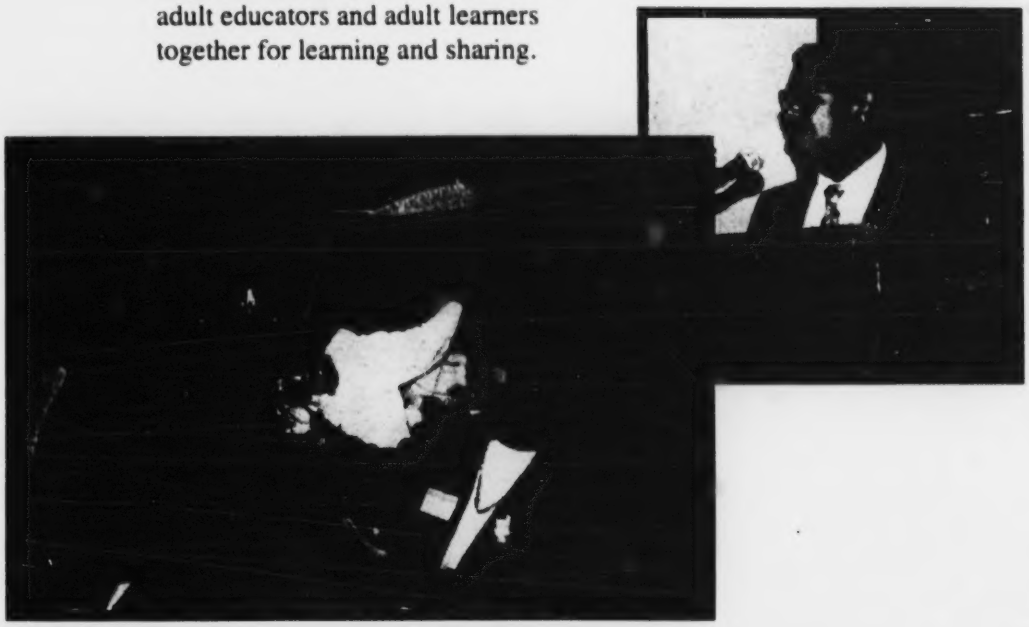
Conferences

Conferences enable adult education practitioners and supporters in Michigan to update their skills, network with peers, and revitalize their energies.

The Michigan Lifelong Learning Link plays an active role in the planning and support of the annual conferences of the state's **professional adult education associations**, including the Michigan Association of Community and Adult Education (MACAE), the Michigan Association for Adult and Continuing Education (MAACE), the Michigan Council on Learning for Adults (MCLA), the Curriculum Connection (C2), the Michigan Association for Academic Advisors for Community Education (MAAACE), and the Coalition of Adult Education Organizations.

The annual **State Literacy Conference** is sponsored by the Michigan Lifelong Learning Link, Michigan Literacy, Inc., the Library of Michigan, the State Literacy Resource Center, the Michigan Reading Association, and the Detroit Literacy Coalition.

Regional literacy conferences join adult educators and adult learners together for learning and sharing.



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Facets

Long-Term Professional Development

State Literacy Resource Center
Central Michigan University

The U.S. Department of Education has earmarked $5 million to the 50 states to set up State Literacy Resource Centers authorized by the National Literacy Act. Michigan's Literacy Resource Center is bolstered by additional state-administered Adult Education Act (Section 353) funds.

Literacy Resource Centers support technical assistance; coordination of literacy services; literacy partnerships with government agencies, businesses, and nonprofit organizations; and linkage between local literacy providers and the National Institute for Literacy in Washington D.C.

Michigan's State Literacy Resource Center, located at Central Michigan University in Mt. Pleasant, is also designed to serve public and private providers of adult literacy education. Responding to the needs of an estimated 1.3 million Michigan adults who lack current workplace skills, the Resource Center serves as a research and information clearinghouse for business, industry, labor, and education.

The State Literacy Resource Center provides:

1. Information and referral on adult learning professional development, networking, and research.
2. Technical assistance for innovative ABE and literacy education practice.
3. Brokerage for local and regional program services, assistance with resource development and grant writing, linkage projects with regional and state activities, and dissemination of exemplary practices.

4. Leadership in adult education instructional technology.
5. Professional growth and development activities in areas of program management, instruction and curriculum, and leadership development.
6. Training and support for learner empowerment initiatives.

Center for Excellence in Adult Learning
Wayne State University

A Michigan State Department of Education section 353 grant supports Wayne State University's new Center for Excellence in Adult Learning (CEAL). This Michigan Lifelong Learning Link connection merges the strengths of Wayne's College of Lifelong Learning and College of Education, while focusing on improved training for adult education practitioners, cutting-edge professional development, and relevant demonstration and field practice.

Research data from the Center's programs and participants provide timely, innovative recommendations for refining instructional methods and models.

Project components are:

1. Teacher Education — To create a model endorsement program in Adult Education in Michigan that will attract people to careers in Adult Education/ Literacy, with an emphasis on recruitment of minority and non-traditional students.

2. Adult Learning Research — To serve as the center for research, both applied and theoretical, on literacy and adult learning in Michigan through documentation and publication.

3. Adult Learning Staff Development — To establish a model program that provides long-term professional development in literacy and adult education for current practitioners from nonprofit organizations and community service agencies, as well as schools and community colleges.

4. Adult Learning Demonstration Program — To establish an instructional and training center specifically designed for adult learners, literacy practitioners, adult educators in the community; to provide participants with comprehensive and current resources for the creation of effective adult education programming.

Business/Industry, Labor, Education Partnerships

"The whole notion of work-force education — or lifelong learning, as I'd rather call it — probably is the single idea that has grown most in my mind over the last eight or nine years" (Tom Peters[6]).

Like thinking has guided the Link team in its mission to support effective communication and collaboration between business/industry, labor, and education. To this end, a wide variety of Michigan Lifelong Learning Link's efforts highlight meaningful partnership programs.

"Turning Knowledge into Performance" is but one of the many Link-supported, employer/educator forums designed to heighten awareness and harness action in forging business/education alliances.

Grand Rapids Public Schools and Xerox Corporation are pioneering new partnership pathways as they pair up for "Leadership Through Quality," Xerox's thirty-nine-hour customer-service seminar designed to prepare a team of "Xerox educator/trainers."

In connecting resources with learner needs, nationally recognized consultant and trainer Jorie Philippi provided an audience of business leaders and educators with a three-day seminar on designing and implementing workplace applications of basic skills in the context of job tasks. In a return visit, Ms. Philippi will explore workforce curriculum development.

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The Michigan Lifelong Learning Link shifted into high gear with the establishment of the UAW/GM Local Education Association Teacher Network. "Different Learning-Learning Differently: Instructional Strategies and Networking for Teachers in Industrial Settings," a five-part workshop series, addresses the expressed needs of teachers working in partnership programs.

Changing times require changing techniques for America's workers (Schwaller[7]). In keeping with Adult Extended Learning's charge of retraining to upskill Michigan's workforce, a partnership was formed with the UAW-GM Human Resource Center and Central Michigan University. The triad was awarded a $278,969 U.S. Department of Education National Workplace Literacy Grant with a $1,595,328 match from UAW-GM. Four hundred UAW-GM workers in three plants received competency-based skill instruction targeted to the increased skill requirements of their workplace. This successful coalition continues long after the life of the federal grant as UAW/GM Skill Centers provide workers with opportunities to master new skills and achieve personal goals.

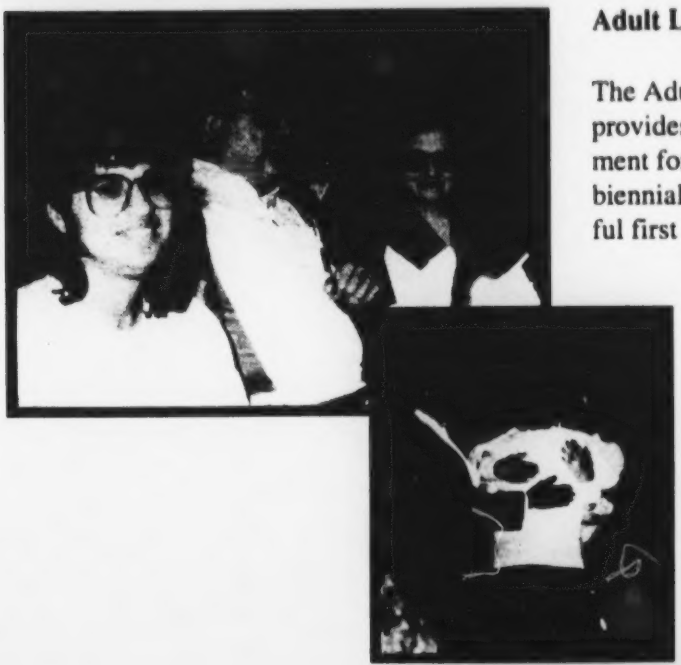
Under another U.S. Department of Education grant, Alpena Community College developed a replicable model for education in the workplace. "Project Lifelong Learning" was disseminated in a PBS documentary narrated by former NBC newsman Edwin Newman.

Technical assistance and resources have been provided to numerous small businesses that are operating both site-based skill centers and regional workplace learning centers which serve employee/learners from multiple businesses in close geographic proximity. Arvco, Azon, Batts, Bil-Mar, Besser Corporation, Cadillac Products, Diesel Tech, Irwin Seats, Leon Plastics, Master Finish, Murco Meats, Midwest Metallurgical Laboratories, and Steelcase are some of the many business/education partnerships in Michigan.

Success in an increasingly competitive global economy demands accelerated learning to close the gap between employer needs and employee skills. Michigan's Link to learning facilitates, supports, and develops training agendas as business integrates learning into the workplace.

Learner-Centered Activities

The Michigan Lifelong Learning Link continues to focus on learner empowerment and participatory education through three major projects.



Adult Learner Leadership Academy

The Adult Learner Leadership Academy provides ongoing leadership development for adult learners in Michigan. This biennial event builds on the very successful first academy held in April 1991, which empowered adult learners through leadership training and through the sharing of their progress, concerns, and goals. Adult learners planned and facilitated small group interaction and response throughout the two-day event.

Bronx Educational Services

The initial training of the Bronx Educational Services Adult Literacy Program (BES) was held at Wayne State University in Detroit in June of 1992. BES is a nationally recognized program that provides literacy instruction to adult beginning readers. The BES model consists of several key features that distinguish it from other adult literacy training projects. These include non-traditional group instruction, a phonetic generative word approach to reading, eclectic teaching methods, and active student involvement in all program activities. The U.S. Department of Education has certified BES as a national model for adult education. Follow-up training and a model literacy center are being planned at Wayne State University.

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National Issues Forums

The National Issues Forums is a participatory citizenship program which draws learners into discussions on issues affecting public policy. Workshops and materials help participants transfer the resulting skill development into basic skill achievements in the areas of critical thinking, listening, and leadership.

Topics include issues such as crime, environment, drugs, child care, abortion, health issues, economics, free speech, competition, racial inequality, AIDS, poverty, the federal deficit, and right to die/medical ethics.

The National Issues Forums (NIF) process enables participants to frame issues for discussion, create environments for learner empowerment, and develop curricular applications which enhance learner motivation, retention, and basic skill achievement.

The Lifelong Learning Link has been the primary catalyst for the NIF Basic Skill Program in Michigan. The Learning Link has been instrumental in the development of NIF curriculum and training models. NIF leadership workshops are provided free of charge through the Learning Link's Consultant Grants.

Michigan State University will host an NIF public policy institute to disseminate forum training and information.

Corrections Program Development

Cooperating with federal, state, and local agencies both in an advisory capacity and in direct services, the Lifelong Learning Link collaborates with corrections facilities with a statewide annual Jail Educators' Seminar, community-based referrals, basic skills curriculum, assessment, evaluation, and demonstration and replication models.

"Educating the Incarcerated," the annual Jail Educators' Seminar, responded to an increasing need to provide statewide professional development, networking, and resource-sharing for instructional staff working in jails across Michigan.

Participants convened for a two-day workshop with a slate of 20 practitioners who presented information on self-esteem, employability skills, strategies for ex-offenders, vocational opportunities, individualized learning, social skill development, fine arts projects, rehabilitation, group dynamics, and National Issues Forums.

The charge to jail educators attending this year's Seminar, "Educating the Incarcerated — Igniting the Spark," is best stated by former Supreme Court Chief Justice Warren Burger: "We take on the burden when we put a man behind a wall. That burden is to give him a chance to change. To deny him . . . is to plant seeds of future anguish."

Research Connections

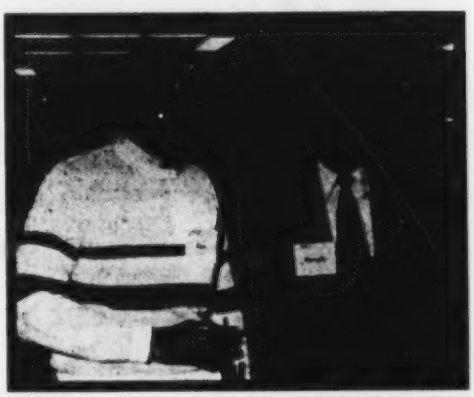
Michigan Lifelong Learning Link Professional Development Program

Research-validated process provides the foundation for the Michigan Lifelong Learning Link's comprehensive Professional Development Program.

Corresponding to the key elements of effective staff development identified in the 1991 U.S. Department of Education study[8], training emphasizes needs assessment, teacher/volunteer involvement, demonstration of practice, feedback, follow-up, and evaluation. Decentralized professional development affords practitioners the opportunity to plan, implement, and evaluate their own training. Regionalized seminars provide customized training for targeted populations. This comprehensive array of programs and services is supported by a network of Regional Facilitators.

State Literacy Resource Center
Central Michigan University
North Central Michigan College

Working collaboratively with the State Literacy Resource Center at Central Michigan University and North Central Michigan College, the Michigan Lifelong Learning Link responds to the research needs of the field. A research agenda is being defined, applied research conducted, findings disseminated, and curriculum developed. Effective adult learning theories and strategies, including the use of technology and alternative delivery methods, provide focus for the effort. Determining tools for assessing workplace literacy needs and designing programs to meet those needs is a project priority. Mini-grants support teachers, researchers, and graduate students engaged in inquiry and discovery in adult learning.



Center for Excellence in Adult Learning
Wayne State University

Linkage with Wayne State University provides for research into the needs and characteristics of the adult learner to determine the most effective teaching techniques for adult education programs. Development of instruction for adult learners based on this data serves as demonstration models for adult educators.

Facets

Technical Assistance

Technical Assistance is provided to the field on a range of topics including program management, teaching strategies, grant writing, program development, and curriculum design.

Collaboration Networks on State and Local Levels

Lifelong Learning Link Facilitators network on state and local levels with the providers, supporters, and consumers of adult educational services.

- Educational agencies
- Volunteer literacy organizations
- Libraries
- Government agencies
- Institutions of higher learning
- Community-based organizations
- Professional organizations
- Business, industry, and labor
- Foundations
- Media
- Religious institutions
- Service organizations

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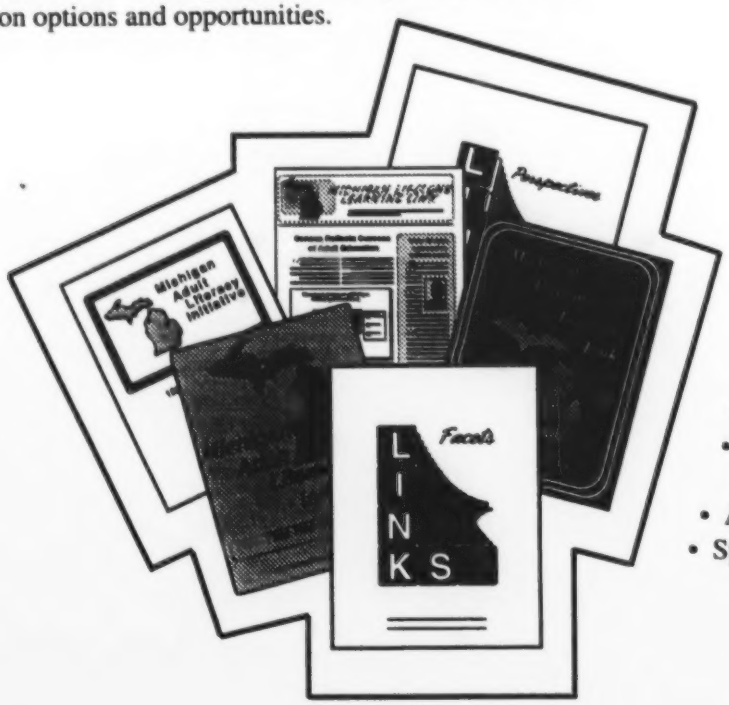
Information Dissemination

Learning Link publications and communications are designed to support learner needs, program development, and adult education options and opportunities.



- Grant Directory
- Newsletter
- Documents, reports, research information, resources, etc.
- Annual Report
- Special editions
  - -Facets
  - -Perspectives
  - -Directions

Statewide Ancillary Services

Ancillary Services to support its comprehensive program model follow.

- Statewide publicity
- Participatory Planning Group
- Adult learner advisory committee
- Basic Skills Hotline
- Data collection
- Dissemination

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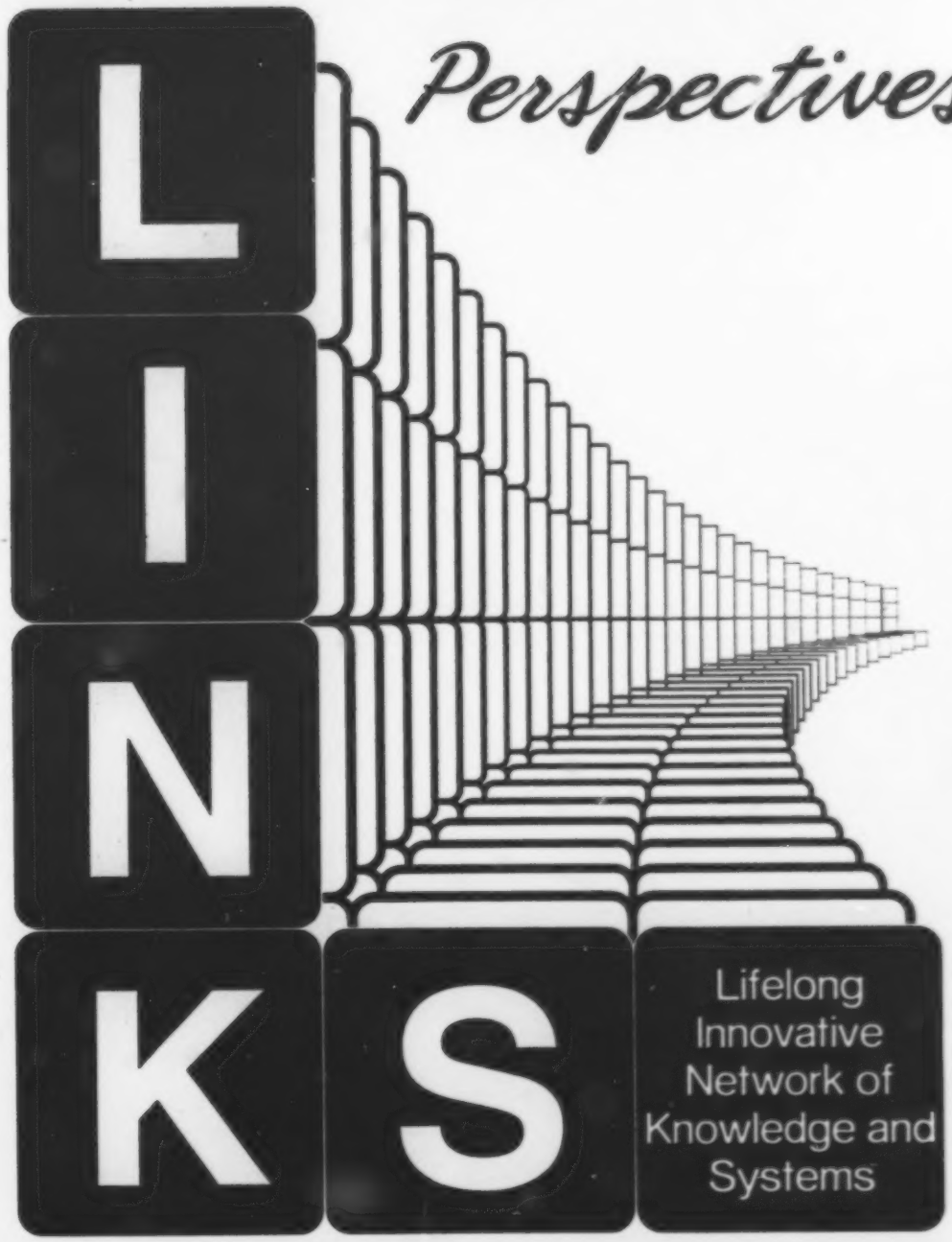
Ronald Gillum, Director
Adult Extended Learning

"Education faces unprecedented demands in a rapidly changing world. Professional development emerges essential in Michigan's educational improvement efforts. It is incumbent upon us to provide continuous adult professional growth opportunities designed to enhance educator effectiveness. Michigan's Lifelong Learning Link provides leadership, vision, and innovation in harnessing this effort."

Ken Walsk, Supervisor
Adult Basic and Community Education Program

"Effective professional development not only improves the knowledge and skills of educators but extends the ability of an organization to renew itself. Adult learning must be a priority if education is to fulfill its promise and its mission. Well planned, thoughtfully executed professional development can make a difference for teachers, leaders, and learners. Meeting this challenge is the charge of Michigan's Lifelong Learning Link."



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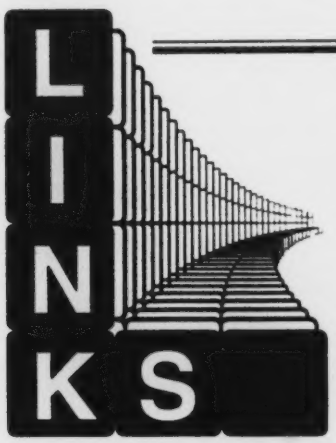
Region 8A .....Alice Beery
Region 8B.....Susan Ledy
Region 9 .....Elizabeth Jackson
Region 10 .....Virginia Watson
Region 11A .....Carole Prisk
Region 11B.....Bill Sutter

INTRODUCTION

"Share with us the new ideas our colleagues are using in their programs" is one of the most frequent requests heard by Michigan Lifelong Learning Link staff across the state. *Perspectives* seeks to meet this need to share, communicate, and learn from each other. This booklet details an array of Learning Link activities from which adult educators can adapt interesting and useful instructional programs and practices. Our goal is to energize educators with options and opportunities as we connect resources with adult learning needs.

Perhaps *Perspectives* will spark new strategies, fire up alternative solutions, or ignite creative action. We, the staff of the Michigan Lifelong Learning Link, hope that it will encourage practitioners to take risks, experiment, and generate innovations of their own.

PROFESSIONAL DEVELOPMENT GRANTS



The Michigan Lifelong Learning Link Professional Development Program provides adult education training opportunities through Small Incentive Grants, Consultant Grants, and Area/Statewide Grants.

Small Incentive Grants provide an opportunity for applicants to design site-based professional development. Typically workshops offer teachers one or two days of training with a follow-up session to reinforce learning.

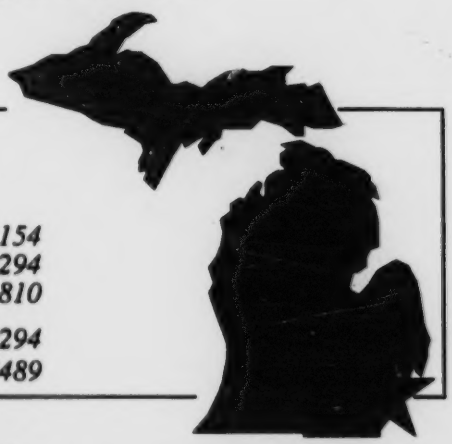
Area/Statewide Grants expand professional development options and opportunities. Multi-county associations, regional coalitions, and statewide organizations can customize training to match their specific professional needs.

The descriptions that follow represent grant highlights from the 1991-1992 grant year.

Celebrating Cultural Diversity—Berkley
Capitalizing on Culture—Detroit
"ABCD": Adult Basics of Cultural Diversity—Ferndale

Presenter	Dr. Diane Briscoe
Description	This giant collaborative effort saw Berkley, Detroit, and Ferndale cooperate to bring Dr. Diane Briscoe, assistant professor of adult education at Florida State University, to Michigan. Author of *Capitalizing on Culture* and contributor to William Raspberry's nationally syndicated column in *The Washington Post*, Dr. Briscoe explored strategies to help teachers familiarize themselves with learners' cultures. Cultural acceptance, understanding of cultural pluralism, and the impact of cultural diversity on learning styles provided the central focus. This correlated with Detroit Board of Education plans "to accelerate district-wide multi-cultural curriculum to give schools a key role in healing racial and ethnic divisions within the city" (Frank Hayden, Board of Education, Detroit Public Schools). Collaboration between Ferndale, Oak Park, and Berkley provided an opportunity for practitioners to hear Briscoe's meaningful message. Teachers joined together to network, exchange ideas, and strengthen cooperation. Attendees participated in group discussions facilitated by representatives of African-American, Asian, Eastern European, and Middle Eastern origin. "Thank you for asking me to be a part of such an informative and powerful workshop" was one participant's comment.

Applicants:	*Detroit Public Schools* *Ferndale Adult Education Consortium* *School District of the City of Berkley*
Contact Persons:	*Doris Moore (Detroit) ..... 313-494-1154* *Barbara Stein (Ferndale) ..... 313-548-9294* *Susan Dodd (Berkley) 313-544-5810*
Facilitators:	*Judy Sternberg ..... 313-523-9294* *Maryanne Thorndycraft 313-693-6489*



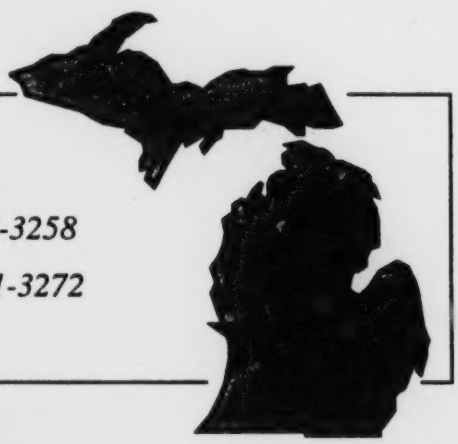
University of Chicago Transitions Math Project Training

Presenter	Susan Kearney
Description	Responding to the need that over 65% of their student population is diagnosed at a sixth-grade math level (using the Tests of Adult Basic Education or TABE) and requires at least two more semesters of math to meet graduation requirements, Southkent Community Education elected to orient teachers to the stellar University of Chicago School Mathematics Project (UCSMP). UCSMP's goal is to enable learners to better apply mathematics and gain the vision that the study of math is worthwhile, interesting, and entertaining. "The most fundamental feature of UCSMP is its focus on upgrading the mathematics experience of the average student." At the same time, it also updates curriculum. Central to the program are several basic elements: wider scope of content, problem-solving orientation, application to practical problems, infusion of technology, utilization of scientific calculators, and materials that feature continual review. Southkent has a video product that provides an overview of this exciting new approach to math instruction.

Applicant:	*Southkent Community Education/ Godfrey-Lee Public Schools*
Contact Person:	*Elaine Salisbury 616-247-8037*
Facilitator:	*Norma Oly 616-771-3272*

"Linkway Live" Training

Presenters	Russ Barneveld David McIntire
Description	Do you want to use the computer in your classroom but can't find the right software? Grand Rapids Community Education found the solution by introducing staff to IBM's "Linkway Live," a multi-media authoring program which lets instructors create their own instructional units. Linkway Live incorporates sound, graphics, still video images, and full-motion video into classroom lessons and presentations. Participants were oriented to the process for designing state-of-the-art learning units which capture student attention. Inservice participants commented: "Excellent!" "Let's have a continuation of this." "The presenters were well-prepared, spoke clearly, and were very helpful and nurturing." Interested parties can get a glimpse into Linkway Live by requesting Grand Rapid's instructional lessons on disk.



Applicant: *Grand Rapids Public Schools*

Contact Person: *Russ Barneveld 616-771-3258*

Facilitator: *Norma Oly 616-771-3272*

Traumatic Events Response Training

Presenter	Dr. Barry Kaufman
Description	Research supports the notion that traumatic events impact learner performance in academic settings. Believing that increased staff support would provide an environment of greater success for learners, Grand Ledge educators invited psychologist Barry Kaufman, Ph. D., to provide twenty hours of training to develop "crisis teams" to alleviate student stress, pressures, and tensions. Training consisted of crises definitions, presentations and practice of communication techniques, appropriate decision-making models for crisis situations, discussion of at-risk students, resources for referrals, and examination of model programs. A resource referral directory and a notebook of guidelines and procedures for traumatic event intervention were produced. Participants stated that "we have already used our newly acquired skills to benefit a significant number of students. The Staff Development Grant made it possible for our adult education staff to experience very valuable training."

Applicant: *Grand Ledge Public Schools*

Contact Person: *Beverly Hundley 517-627-6519*

Facilitator: *Judy Sternberg.....313-523-9294*

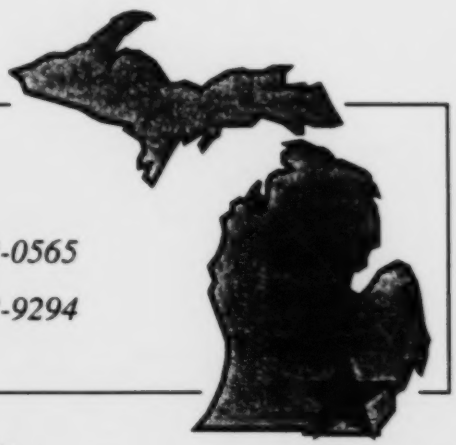
Reading Rally 1991: Skills Enhancement for Literacy Tutors and Adult Learners

Presenters	Shirley Curtis	Lori Davis	Tim Husband
	Dick Koch	Joy Rosynek	Deborah Young

Description

Reading Rally '91, held at Reading High School in Reading, Michigan, flagged down from start to finish a field of speakers for learners and tutors on the road to increased skill development. Tim Husband addressed, with wit, creative problem-solving; Dick Koch, writing to enhance reading; Deborah Young, computers; and Lori Davis and Joy Rosynek, a strategy fair. Shirley Curtis facilitated the Student Rally in which adult learners conducted a meeting and ran their own small-group sessions with volunteer tutors serving as scribes.

Special features for adult learners included a town meeting, panel discussion, and honor roll awards. Reading Rally participation increased again this year owing to an established track record for the event and improved planning and publicity. The evaluations recognized the innovation of this collaborative group from Washtenaw, Lenawee, Hillsdale, and Jackson Counties. Participants applauded with more than 50% of the respondents stating, "Keep it the way it is. Very good" and "It is best already."



Applicant: *Washtenaw Literacy*

Contact Person: *Donna DeButts.....313-482-0565*

Facilitator: *Judy Sternberg 313-523-9294*

First Annual Jail Educators Seminar: Educating the Incarcerated

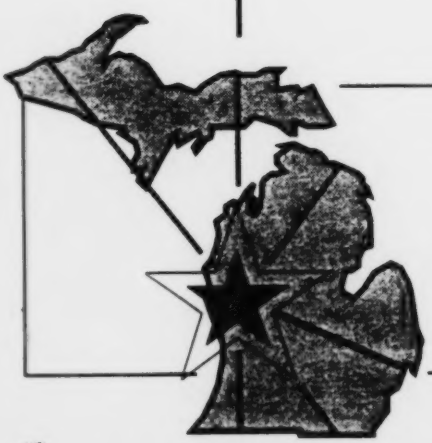
Presenters

Judy Birano	Nelson Cannon	Dr. Ronald Gillum
Anna Marie Howard	Carol Kananen	Lyn Knapp
Patrick Lyden	Charlie McCormick	Cassie Moore
Christy Nelson	Roger Palmiter	Kathy Potter
Rhonda Lou Schadler	Charles G. Schoenknecht	Carol L. Smith
Joe Susinko	Sharyn Susinko	Jane Thomas
Dr. Andrew Vincent	Virginia Watson	

Description

"Educating the Incarcerated" responded to an increasing need to provide statewide professional development for instructional staff working in jails. Participants convened in early August for a two-day seminar at the Clarion Conference Center in Big Rapids, Michigan.

A slate of twenty practitioners shared presentations on self-esteem, employability skills, strategies for ex-offenders, vocational opportunities, individualized learning, social skill development, fine arts projects, rehabilitation, group dynamics, and the National Issues Forums. Enthusiasm ran high and participants pledged to continue networking and learning in 1993.



Applicant: *Newaygo Public School/Community Education*

Contact Person: *Beverly Guikema 616-689-6621*

Facilitator: *Norma Oly 616-771-3272*

Strategies for Designing Workplace Literacy Programs

Presenter	Jorie Philippi
Description	Nationally recognized consultant and trainer Jorie Philippi provided an audience of business people and educators with an overview of the skills and methods needed to successfully translate learning into improved job performance. Her company, Performance Plus Learning Consultants, Inc., is a leader in providing curriculum, technical assistance, and evaluation for workplace literacy programs. Presenter Philippi's expertise includes identifying critical workplace job tasks, conducting a literacy task analysis, calculating program costs, developing curriculum, recruiting, retaining and identifying participants, employing the functional context training model, and evaluating program effectiveness. This three-day seminar focused on designing and implementing effective training programs and teaching workplace applications in the context of job tasks. Attendees evaluations indicated: "We need more speakers with national expertise and cutting-edge programs." "Jorie has a wealth of knowledge and experience, delivers it in a warm interesting down-to-earth manner that hooks you and makes you hungry for more! A great seminar! A meaty workshop. No fluff." "A valuable service to the field! Thanks."

Applicant: *Bullock Creek School District*

Contact Person: *Lyn Knapp.....517-631-5202*

Facilitator *John Raducha.....517-875-2550*

Aging is Changing

Presenter	Louise Churches
Description	Louise Churches, sparkling septuagenarian, enrolled as a college freshman at age 59, and just prior to her 66th birthday, received a Master's Degree in Guidance and Counseling. With her down-to-earth style, punctuated by humor, Ms. Churches sought to develop an awareness of our aging population and sensitivity to their needs. Participants found her message refreshing: "upper-motivational" and requested "use exciting new speakers like Ms. Churches." Louise Churches' popularity has caused her to be invited to present at a number of symposiums for the providers of educational services to senior populations.

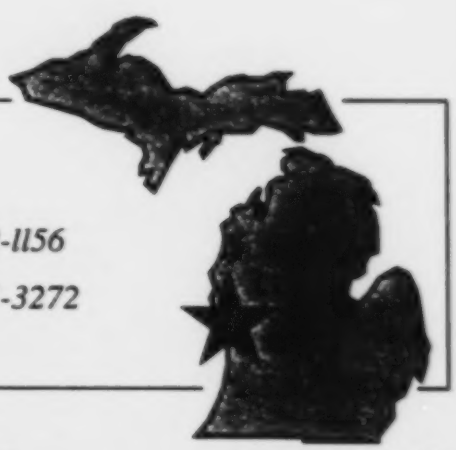
Applicant: *Redford Union Public Schools*

Contact Person: *Janice Wilhelm.....313-523-936l*

Facilitator: *Judy Sternberg.....313-523-9294*

Establishing Criteria and Creating Assessments for Exit Outcomes

Presenters	Carole Barrowman Cynthia Clingman
Description	Muskegon Adult Education staff began the development of an outcome-based educational (OBE) system in September 1991. In order to implement the exit outcomes that will govern the program, the staff needed additional training. In a three-day workshop, Professor Carole Barrowman from Alverno College addressed establishing criteria for outcomes, while assessment specialist Cynthia Clingman targeted assessing the outcomes. Under Barrowman's guidance, the staff worked in content area groups to establish outcome criteria tailored to the classroom. Clingman provided an overview of Authentic Assessment; alignment of outcomes, criteria, and assessment; and the process for developing assessments.



Applicant: *Muskegon Public Schools*

Contact Person: *Arlene Akker 616-722-1156*

Facilitator: *Norma Oly 616-771-3272*

"How about These Apples?"
Get Right to the *Core* of Education – Teaching for Learning

Presenters

Bob Bloenk	Dr. Milton Cudney	Linda Dahn
Dick DeVoss	Dr. Sally Edgerton	William Gale
Dr. Jerry Kelley	Norma J. Koerber	The Mad Hatters
Renee Olance	Dr. Stan Olson	Dr. Steven Osborn
Tom Rodriquez	Cheri Bobb Snyder	Dr. Harold Winkler

Description

A host of presenters addressed the Whittemore-Prescott Consortium Areawide workshop. Topics ranged from behavior modification to growth, critical thinking, the integration of math and science, self-esteem, learning styles, change process, recruitment/retention, and motivation.

Participants applauded this professional growth opportunity and found these "apples" of insight into "core" curriculum very ap"*peel*"ing.

Applicant: *Whittemore-Prescott Consortium*
Contact Person: *Margo L. Hooper....517-756-2400*
Facilitator: *Virginia Watson 616-348-6600*

West Michigan Regional Literacy Workshop
"Reading Is the Key."

Presenters	Lynn Blake	Nanette Clatterbuck	Joseph Kirby
	Barbara Molhoek	Sylvia Moeira	Dr. Don Pottorff
	Gail Rachor	Tom Rademacher	Judith Rice
	Rita Roberson	Dr. Harry Robinson	Dr. Jerry Van Leeuwen
	Claire Voetberg	Jim Yates	Judy Zainea

Description

"Reading Is the Key" is one of West Michigan's strategies for promoting literacy in this sixteen-county region where one in every ten residents cannot read and write well enough to function effectively in today's world. Topical breakout sessions included learning disabilities, comprehension, learning strategies, motivation, process writing, and whole language. Tom Rademacher, journalist from the *Grand Rapids Press*, keynoted the workshop addressing the benefits of humor.

Participants rated "Building Confidence in Your Students" as the most valuable topic offered and commented, "Good learning experience. Have Harry Robinson back!"

Applicant: *Kent County Literacy Council*

Contact Person: *Susan K. Ledy 616-459-5151*

Facilitator: *Norma Oly 616-771-3272*

Western Upper Peninsula Older Learner Forum

Presenters	Ted Brunelle Tina Ramme Virginia Watson
Description	The providers of services to older learners in the western Upper Peninsula determined that there was a need for increased knowledge of the challenges facing older learners, expanded opportunities for senior adult learners, and a collaborative forum to explore the priorities of senior citizens. The target audience was Adult Basic Education teachers and staff, area service-providers, older learners, and other interested area residents. Presenters Tina Ramme, Ted Brunelle, and Virginia Watson offered information and activities to increase knowledge about how people learn coupled with an open forum and follow-up which explored networking strategies for interagency coordination and cooperation to help the older adult learner.

Applicant: *Gogebic County Community School Program*

Contact Person: *Bruce Pikka 906-932-2701*

Facilitator: *Virginia Watson 616-348-6600*

Directions for the Future: Issues and Classroom Strategies for Adult Learners

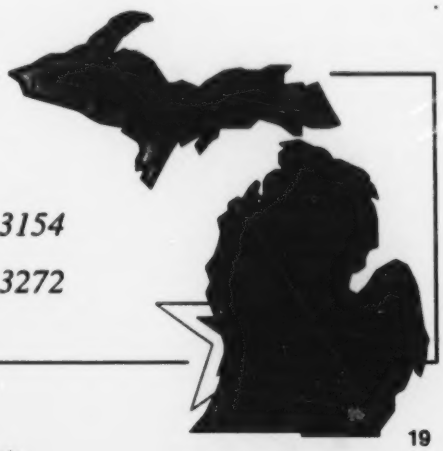
Presenters	Loreen Felinski	Shari Graham	LaDon Gustafson
	Nancy Moss	Leslie Ostyn	Gail Rachor

Description

The West Michigan Community Education Coalition's primary goal is to provide quality staff development programs for the thirty-four districts in their seven-county region. "Directions for the Future" sought to inform teachers about current changes in education. "Believing that everyone has within them the capacity to become an enthusiastic lifelong learning at any age," keynoter Loreen Felinkski empowered participants to recognize their ability to motivate others to want to learn in addition to giving them practical techniques for doing so.

Breakout sessions on problem-solving/decision-making, higher order thinking skills, whole language, outcome-based education, cooperative learning, employability skills, and curriculum highlighted the agenda.

Participants wrote, "Loreen Felinski was superb! She's the best motivator I've ever heard." "Very impressive seminar – topics good – information excellent." "Great higher order thinking skills session."

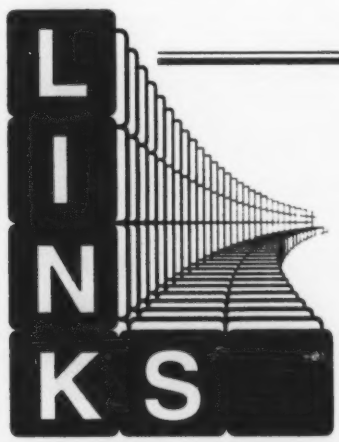


Applicant: *Fruitport Community Schools*

Contact Person: *Gene Young 616-865-3154*

Facilitator: *Norma Oly 616-771-3272*

ACADEMIES, INSTITUTES, CONFERENCES



Academies and Institutes provide intensive study on special topics such as technology, innovation, integrated family services, and workplace literacy. Each training targets a particular audience such as adult education teachers, administrators, or trainers. Academy and Institute course work is endorsed by local universities, thereby affording participants the option of receiving college credit.

The Learning Link co-sponsors conferences which enable adult education practitioners and supporters to update their skills, network with peers, and revitalize their energies.

Adult Basic Education Academy

North Central Michigan College

An educational partnership between the Michigan Lifelong Learning Link and North Central Michigan College

The North Central Michigan College Academy began with an evening reception and an overview of the course.

The next morning, the teachers identified myriad job-related concerns and needs which they hoped to discuss during the course. Participants explored the characteristics of the adult learner, strategies for success, learning styles, and outcomes. To provide enriched information for teachers, there was a brief introduction of the Outward Bound principles, which focus on experiential learning, opportunities for challenge and success, and authentic applications.

Throughout the week, the Academy agenda was supplemented by videotapes, articles, and consultant presentations. Academy highlights included several guest speakers:

- Mary P. Quinn presented Writing across the Curriculum, providing participants with the opportunity to see how writing can be effectively integrated into all subjects. Participants received a source book of writing activities, which provided practical suggestions for incorporating writing into their lessons.
- Clifford Denay shared Glasser's Reality Therapy and Control Theory psychology to reduce stress and improve relationships.
- Robert Boldrey addressed student evaluations focusing on the twin objectives of attainment of prescribed skills, requirements, and expectations: along with individual improvements.
- John Prescott chaired computer-aided instruction for math and writing as well as entertainment packages that make learning fun.
- Virginia Watson discussed the National Issues Forums.

Modeling, experiential learning, and group discussions provided the primary instructional techniques. Cooperative grouping strategies were utilized by instructor Michelle Johnston to model the practice in the classroom. Participants constructed their own graphic organizers in order to familiarize themselves with this technique.

During the week, participants examined many topics: the whole language process as it applies to adults, strategic reading (encompassing prior knowledge), metacognition, word meaning and text structure, corrective reading, readability in materials selection, and assessment.

Recognizing that peer coaching and action research help improve professional development, participants matched themselves with colleagues and identified questions for future action research.

This Academy experience had special meaning for one participant: "The opportunity for interaction with other teachers who are engaged in similar endeavors is invaluable, especially to those of us from rural areas who may be the only Adult Basic Education teacher in the system. Mutual concerns and goals make the ABE Academy worth twice as much as the academic presentations alone, however valuable they may be."

During the follow-up session in the fall, teachers discussed implementation of Academy concepts and made plans for further meetings.

Contact Person: Michelle Johnston 616-922-1731

Adult Basic Education Academy

Central Michigan University

An educational partnership between the Michigan Lifelong Learning Link and Central Michigan University

After the 35 participants arrived on Sunday evening, three graduates from the 1991 Academy oriented the group, describing what they could expect from the week-long experience.

On Monday, instructor Gail Rachor soon had the group working in cooperative teams, modeling adult instructional theory into practice (ITIP). Strategies for learning, retention, and motivation were presented. The sharing of information on classroom management techniques, adult learner population, and successful programs in Michigan ensued.

Consultants Linda Kator (Adrian) and Teri Moran (Crawford-AuSable), Academy graduates from 1991, presented, respectively, the Language Experience Approach and the National Issues Forums.

The group visited the Mt. Pleasant Chippewa Indian Reservation Adult and Family Literacy program and reviewed the multi-cultural materials and books acquired through a grant from the Barbara Bush Foundation.

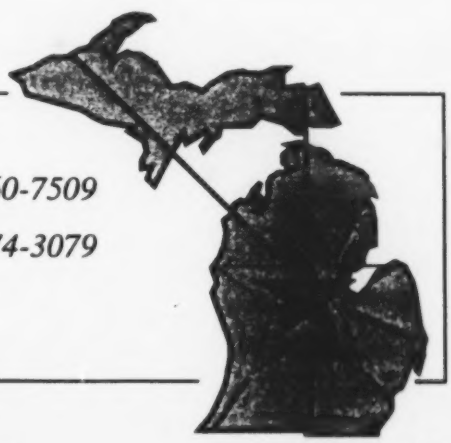
During the evening session, Yvonne Camaal-Canul, multi-cultural specialist from Lansing schools, delighted the group with her poignant tales and superb humor. The class enjoyed pizza as well as a visit from Ken Walsh, Supervisor of Adult Basic and Community Education for the state of Michigan. Walsh provided information on current issues in the field and answered questions about the office of Adult Extended Learning.

An afternoon was spent in a CMU computer lab where Leslie Seal (Flint) guided the group in using computers to practice the Writing Process and journal writing.

Reactions of the participants to the week-long training ranged from positive to more positive. "The Academy is an excellent idea and opportunity. It's great knowing there are others with our same problems." "It gave me the spark I needed and the courage to begin this new way of making students accountable." " I just plain loved it." "This was the best week professionally I have ever experienced."

Academy participants reconvened in October to share the Personal Action Plans they had developed for classroom use. Dr. Hugh Rohrer, Director of Community Education at CMU, offered a lively and hands-on presentation on self-esteem.

Academy graduates agreed to keep in contact with a newsletter and an annual spring reunion.



Contact Persons: Gail Rachor 313-760-7509

Mary Ellen Brandell.....517-774-3079

Adult Basic Education Academy

Bronx Educational Services

An educational partnership between the Michigan Lifelong Learning Link and Bronx Educational Services

In 1985 the Bronx Educational Services (BES) English literacy component for English-speaking adults reading below the fourth-grade level was validated as an "exemplary program" by the U.S. Department of Education.

In 1986 the BES Adult Literacy Project became a part of the National Diffusion Network, a federally funded system that makes exceptional programs available for adaptation by schools, colleges, and other institutions. Since then, the BES training staff has been disseminating the program's group instructional model throughout the nation. The goals of the National Training Center are as follows:

- Challenge the belief that adult literacy students can best be taught in a one-to-one tutoring setting.
- Merge theory and practice by immersing institute participants in all principal components of BES.
- Develop an immersion training model for literacy teachers.
- Train teachers to provide non-traditional group instruction.
- Assist Institute participants in adapting the BES model to their specific sites.

In June of 1992 on the campus of Wayne State University in Detroit, over sixty literacy tutors, teachers, and administrators took part in a three-day BES training. The training was sponsored by National Diffusion Network and the Michigan Lifelong Learning Link.

The Bronx model is the first in the nation to combine learner empowerment, learner-generated curriculum, and small-group instruction.

The Bronx trainers covered the following topics:

- Initial instructional strategies to enhance group interaction
- Development of themes important to students' lives
- Drama techniques in literacy and ESL
- Family literacy
- Techniques for teaching writing
- Poetry in the ABE class
- Student organizing
- Suggested materials for incorporating a multi-cultural perspective
- Community empowerment
- *The Linguistics Manual*, an overview of an ABE curriculum
- Techniques for teaching absolute beginning readers

Contact Person: Gloria Grady Mills 313-340-6841

1992 State Literacy Conference

Literacy: Empowerment in the Information Age

The Fifth Annual State Literacy Conference, "Literacy: Empowerment in the Information Age," was held in Detroit, October 15th and 16th. The conference, which brought together a diverse group of practitioners, learners, and other supporters of adult literacy, was sponsored by the Detroit Literacy Coalition, the umbrella organization that coordinates literacy organizations in the city of Detroit.

Highlights of the conference included an inspiring address by Juanita Sanders Cribb, a nationally recognized motivational speaker and county commissioner for Dougherty County, Georgia.

Dr. Raphael Cortada, president of Wayne County Community College, gave a closing address that underscored the importance of the open access education provided by Michigan's community colleges. A legislative panel led by Congressman John Conyers and New Detroit's Paul Hubbard tackled the issues of school finance and reform.

Dr. Robert E. Schiller, the state Superintendent of Public Instruction, keynoted the conference, focusing on the value of education to Michigan's economic future.

Citing Michigan's need for a highly skilled workforce, Schiller encouraged educators to continue their quest for excellence: "The key to improving our schools lies in developing an inspiring, forward-thinking vision — a vision that requires a world-class education for all students and learning across the life span for all people."

The Superintendent spoke of learner-focused education, demonstrated outcomes, and the search for excellence. Schiller emphasized the need for students to be able to adapt to changing demands in the workplace and to value and engage in lifelong learning. "We cannot tolerate a mismatch between the skills of the future workforce and the skill demands of the future workplace."

In describing the Department of Education's commitment to Lifelong Learning, Schiller noted that the Michigan Adult Literacy Initiative helped to combine the work of the volunteer sector, Adult Basic Education (ABE), and business and industry. The Staff Development Collaborative brought cutting-edge training to adult education.

Schiller went on to support current adult education initiatives, including the ABE academies, Wayne State University's new project for research and teacher training, and the recent merging of the Michigan Adult Literacy Initiative with the Staff Development Collaborative into the Michigan Lifelong Learning Link.

The annual fall State Literacy Conference is co-sponsored by Adult Extended Learning, Michigan Literacy, Inc., the Detroit Literacy Coalition, the Library of Michigan, and the Michigan Reading Association.

Contact Persons: *Gloria Mills 313-338-8840*
Daphne Ntiri 313-577-4613

Adult Learners' Leadership Academy

Over 150 adult learners from across the state assembled in East Lansing on April 17 and 18 of 1991 for the first Adult Learners' Leadership Academy.

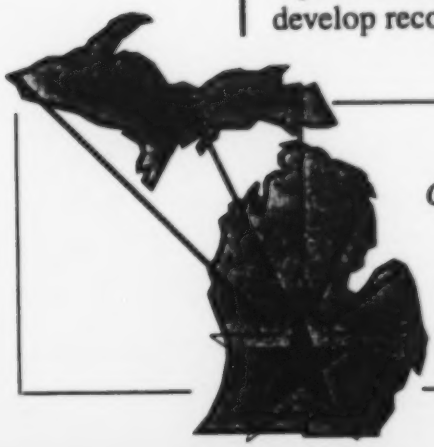
The purpose of the Academy was to bring adult learners together to share their concerns and visions and to develop their ideas into recommendations for Michigan's literacy leaders. In the process, the Academy also provided leadership training, developed a statewide adult learner network, and established a model for adult learner empowerment.

The adult learners, working in 17 small groups, developed a total of 60 recommendations for literacy leaders. In their first public speaking experience, learner representatives presented their recommendations to an audience of peers and observers.

Their suggestions called for many changes – some general, some specific, some controversial, some basic. Adult learners sought increased student participation in policy-making, in recruitment, and in providing support services.

During the evening, participants were treated to a musical open-mike event. Emotions ran high as many adult learners shared songs, writings, and personal experiences.

The Michigan Adult Learners' Leadership Academy was modeled after the National Adult Literacy Congress, where adult learner representatives from each state assemble in Washington, D.C., to develop recommendations for the national literacy movement.



Contact Persons: Gloria Grady Mills .313-340-6841
Virginia Watson 616-348-6600

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ADULT LEARNER RECOMMENDATIONS

Developed by Adult Learners
at the Michigan Adult Learners' Leadership Academy
April 17-18, 1991

Materials and Curriculum

- Use more of the budget for updated texts, typewriters, computers, videos, encyclopedias, and library time.
- Provide instruction in job skills and job-search skills such as resume writing, interviewing skills, and technical skills.
- Invite students to help select classroom materials and suggest improvements.
- Make courses more up-to-date so that they reflect the students' lives and today's lifestyles.
- Allow students to write in their workbooks and to take books home, even on the first night (—*especially* on the first night).
- Break big books into smaller packets so that progress is more noticeable.
- Get books that focus more on comprehension.
- Teach phonics to students who want to learn it.

Student Services

- Develop Student Support Groups to 1) recruit and encourage new students, 2) help students be proud of the skills they have, 3) enable students to learn how to help others as they help themselves, and 4) share common experiences.
- Develop a Confidence-Building Task Force or Mentor Program made up of adult students who have completed the program. Members of this Task Force would work one-to-one with adult education drop-outs (or with every new adult education student) to build their confidence and keep students in the program.
- Provide quality day care (including infants) and transportation.
- Develop a "Drop-In Reading Help Night" to help any adult (registered student or not) with bills or forms.
- Develop a statewide pen pal program to help students support each other and share ideas.
- Provide training to help students ask for what they need.

Program/Classroom Management

- Develop Student Advisory Boards and Student Councils on both the state and local levels so that the students have some control over their programming. Allow students to be equal members of literacy council boards.
- Provide more *quality* teachers who are skilled in methods appropriate for the adult classroom, knowledgeable in their subject fields, and responsive to student needs. Provide reading specialists to teach reading classes.
- Start programs at the ability level of the students.
- Separate teen-age drop-outs with attitude problems from serious adult learners. Provide counseling or self-esteem classes for these youth.
- Provide teachers and tutors who are patient and understanding and who are sensitive to the needs, wants, and skills of adult learners.
- Provide smaller classes.
- Provide more one-on-one tutors.
- Provide longer school hours and summer school.
- Eliminate timed testing; it's intimidating.
- Stop using red pencils to mark wrong answers; mark correct answers instead.
- Discontinue the use of the term *learning disabilities;* use *learns differently* instead.
- Provide more counselors.
- Provide teachers who can identify learning styles and adjust teaching to match styles of the students, such as group work or hands-on.
- Make classes fun, relaxed, and non-threatening.
- Award students for improvement. Don't downgrade students who can't read.

Public Awareness

- Feature real adult education students, not actors, in PSAs and ads.
- Use new readers to talk to K-12 students to promote the importance of staying in school and learning how to read. Children should be told not to be afraid to ask for help.
- Increase and improve student recruitment.
- Show more movies, talk shows, and other television promotional messages to encourage non-readers to find help. Use radio too.
- Change the term *literacy* to *readers* or *adult new readers*. Too many people do not know what *literacy* means.
- Write pamphlets, posters, and other advertising material on a beginning-student level.
- Make announcements about literacy programs in the churches.
- Advertise adult learner support group meetings as well as the Michigan literacy hot line number in the newspaper.
- Launch a year-round literacy campaign to "say YES to reading!"
- Use new readers to talk with K-12 teachers about what it's like when someone doesn't learn how to read in school.

Financial Matters

- Allow students who still need an education but who have high school diplomas to take classes for free.
- Use *all* adult education money for adult ed. instead of partially for K-12. Adult ed. materials are inadequate.
- Get businesses to fund *more* adult education programs.
- Encourage business to operate literacy programs and give tax breaks to those that do.
- Develop incentive programs where a raise in pay is provided as the student progresses through the courses until assistance is no longer needed.
- Allocate money to volunteer literacy organizations with no strings attached so that they can serve more people.
- Use government money to fund tutor training programs.
- Hold fundraising events and promote scholarships to provided additional funds for classes.
- Help students learn how to lobby the Michigan Congress for additional funding.
- Return money to Department of Social Service clients and don't cut any more so that they may continue their education.